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The highest grade of commercial schools in Germany is the college of commerce (*Handelshochschule*). The completion of a nine years' course in an approved secondary school is prerequisite to admission. In this respect these institutions are on the same level with the universities. There are six of these schools in Germany, the oldest dating from 1898. The college at Cologne, regarded by Farrington as the "best representative of the German colleges of commerce," has a fourfold purpose: (1) to offer a thorough general and commercial education to those who expect to devote themselves to a commercial calling; (2) to give professional training to prospective commercial-school teachers; (3) to furnish young administrative and consular officials, secretaries of chambers of commerce, and the like, an opportunity for acquiring special mercantile information; and (4) to offer opportunities to practical merchants to render themselves more proficient. Women are admitted on equal terms with men.

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Societal Evolution: A Study of the Evolutionary Basis of the Science of Society. By ALBERT GALLOWAY KELLER. New York: Macmillan, 1915. Pp. ix+338.

This study is a serious and thoughtful attempt to apply the Darwinian theory as developed in the field of biology to the phenomena of society. Discarding the philosophical implications of the doctrine, Professor Keller seeks to explain the growth, development, and persistence of mores in human society by application of the scientific formulae of variation, selection, transmission, and adaptation. The author believes that these factors are active in the life of societies as in the life of organisms. This central thought is an extension of the work of the late Professor Sumner, to whom the writer frequently refers and from whom he draws much illustrative material. The book merits thorough study by all who desire a clear working conception of the fundamentals of societal development from the evolutionary point of view.

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A History of Mediaeval and Modern Europe, for Secondary Schools. By WILLIAM STEARNS DAVIS, assisted by NORMAN SHAW MCKENDRICK. Boston: Houghton Mifflin Co., 1914. Pp. 560.

This new text is evidently written to meet the demand for a course in European history covering in one year the period from the fall of Rome to the present time. It was no easy task to make a text that was something else than a lifeless epitome. The work of selection and the difficulties of clear statement were great, but the authors have been very successful, on the whole. Of course, as to selection and proportions, one may easily disagree. To cite one example:

English history from Charles II to Anne, inclusive, is given 13 pages; from 1714 to 1830 (without any treatment of the American Revolution), 17 pages; while the causes of the French Revolution, the period from 1789 to 1795, and that from 1795 to 1815 are given respectively 13, 29, and 34 pages. Again, as to the actors who take leading parts in the historical drama, would it not be better to give more detailed information about a smaller number and omit some, such as Abd. Rahman, Athaulf, and the Duke of Augustenberg, to select only three from one of the twenty-eight crowded index pages?

Maps and illustrations are abundant and excellent; the comments upon the latter are especially helpful. References might have been much more abundant than they are. In a book where the space available for illuminating details is so valuable, review questions based upon the text might be spared. The exercises (suggestive questions and topics) are good. A postscript of three pages gives an admirable statement of causes and events at the opening of the present European war.

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Methods of Teaching in High Schools. By SAMUEL CHESTER PARKER, Professor of Educational Methods and Dean of the College of Education of the University of Chicago. Chicago: Ginn & Co., 1914. Pp. xxiv+529. \$1.50 net.

It is evident from a mere riffling of the leaves of this volume that it is the fruit of experience. A second, rather careful riffling of the leaves will impress the reader at once with at least a half-dozen valuable characteristics, namely: the subject-matter, the clear logical arrangement of the subject-matter, the introductory and conclusive summaries of each chapter and groups of chapters, the carefully selected quotations from works of former and present-day educators, the complete and intelligent bibliographical notes at the end of each chapter, and the reasonableness and practicality of the entire book.

In his preface, Mr. Parker remarks that "efficiency and economy in instruction are facilitated by (1) radically adjusting all instruction to contemporary social needs, (2) basing methods of instruction on sound psychological principles which have been determined, as far as possible, experimentally, and (3) applying principles of scientific business management to the conduct of all teaching." And thus the portly, green volume, which appears rather formidable until one has read a paragraph or two into it, combines all of the idealism of Locke and Froebel and Herbart with the soundness and validity of everyday, businesslike instruction.

Stress is laid on methods of learning as a basis for the discussion of methods of teaching. Well-established, scientific conclusions and valid experimental determinations, as well as expert opinion, are ably marshaled in working out